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ABSTRACT

In the fall of 1997, the Extended Opportunity Programs and Services (EOPS) program at Rio Hondo College (California) created the Early Intervention Program (EIP) to help recognize and support high-risk students. EOPS is a state-funded program that assists low-income, high risk students in achieving their educational goals. To identify these students and intervene as early as possible in their college careers, a customized EIP survey was distributed to students at EOPS orientations. Based on the responses, personal profiles were generated for students that highlighted self-identified needs. Students then received a group interpretation of this profile, facilitated by an EOPS counselor. Afterward they created an action plan that detailed where to get help on campus; they also scheduled follow-up appointments with counselors. In addition, workshops designed to address the needs identified in the EIP survey were offered throughout the semester. Analysis of academic performance prompted expansion of the EIP project: Sixty-nine percent of EOPS students who attended an EIP interpretation in the fall of 1998 earned a 2.0 or higher that semester, compared with only 54% of students who weren't involved with EIP. The strength of the EIP project lies not only in its ability to help quantify retention efforts, but also in its capacity to foster cooperation among college departments. Included are a sample student profile report and tables indicating the percentage of students who attended intervention by grade point average. (EMH)

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The Early Intervention Program at Rio Hondo College

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EIP Project "Partners for Excellence"

By Katie O'Brien, EOPS Counselor, EIP Coordinator

In the Fall of 1997, the EOPS program at Rio Hondo Community College embarked on a project entitled the "Early Intervention Program," or "EIP." EOPS, is a state funded program which serves low income, high-risk students, and who's motto calls us to go "Above and Beyond" in helping students achieve their educational goals. Thus, the EIP project was undertaken in order to identify students in need of assistance, and to "intervene," as early as possible in the semester, to give them the greatest chance of reaching those goals.

To this end, the EOPS staff worked with William Grevatt & Associates, a consulting firm specializing in student retention (developers of the AIM system), to develop a customized survey for our students. These surveys were administered during EOPS Orientations. Personalized profiles were then generated which highlighted students self-identified needs in terms of their college careers. Students later received a group "interpretation" of this profile, facilitated by an EOPS Counselor. At this time, students developed action plans detailing where to get help on campus, and were scheduled for individual follow-up appointments. Finally, our tutorial component offered workshops throughout the semester geared toward addressing the needs identified on the EIP instrument.

At the end of the semester, the consulting firm analyzed the academic performance of our students. The data was so encouraging, that the project was expanded in the Fall of 1998, to also include sections of our College and Career Orientation courses, and selected sections of remedial Math, Reading, and English.

This expansion of the project was a welcome development, as it encouraged a stronger partnership between instruction and student services. Instructors surveyed students the first week of class. A counselor then returned to facilitate the in class "interpretation," of the student profiles and "action planning", and made appointments with students for individual follow-up. Further, faculty and staff from both areas met in the Fall to identify, develop, and implement, additional strategies to retain students on campus.

The following is a sampling of some of the more significant data generated thus far:

For the 3rd semester in a row, EOPS students who received the EIP intervention performed significantly better than those who did not. In Fall of 1997, 208 students attended an EIP Interpretation, and 202 did not. **66%** of those students who *did* attend, earned a 2.0 or higher that semester, Vs **50%** of those who *did not* attend the interpretation. While at this juncture, we could not definitively say that it was the EIP process that made the difference, we were encouraged by the results. We therefore took steps to "require" more students to receive the interpretation.

In the Fall of 1998, 218 students attended the interpretation, and 109 did not; a much greater percentage than in the Fall of 1997. If the EIP process was having no effect, and the encouraging performance of Fall 1997 students was simply due to the fact that these students were "self-starters", as evidenced by their voluntary participation, then making the intervention more mandatory should negatively affect the performance data. We were therefore, quite gratified to find that **69%** of those attending an interpretation ended the semester with a 2.0 or higher, Vs **54%** who didn't. Therefore, despite requiring even "non self-starters" to participate, the positive correlation between the EIP process and student performance was maintained.

When we looked at non-EOPS students, participating for the first time in the Fall of 1998, the results were just as encouraging. **70%** of those who received the EIP interpretation, completed the semester with a 2.0 or higher, while only **58%** of those who did not attend got a "C" average or better. **70%** of those who received the intervention, completed at least 6 units, compared with only **51%** of those who did not.

Rio Hondo, as with many community colleges serving high-risk students, has much work to do in improving retention and persistence. Our latest data suggests that 63% of our students do not return for a second year, and that only 25% of our students ever finish more than 12 units. The strength of the EIP project, I believe, lies not only in its ability to help us quantify our retention efforts, but just as importantly, it helps create a venue to work cooperatively-across departments and divisions-toward greater student success.

EOPS Early Intervention Program (EIP)

Rio Hondo College

Spring 1999

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Early Intervention Program (EIP) at Rio Hondo College - A Brief History

A. Purpose of EIP Project

-Focus on Retaining 1st semester Students

-Identify needs they have related to College

-Identify those most at risk

-Provide Early and Consistent Intervention

-Develop ongoing Retention Strategies

-Analyze Demographic & Performance data to refine strategies

B. Begun with 1st time EOPS Students – Fall 1997

C. Expanded to include District Students – Fall 1998

Early Intervention Program (EIP)

D. Process

1. Survey Students Early in Semester

2. Give back Student Profiles which identify their concerns

3. Facilitate an Action Plan on how to address concerns

4. Refer to on-campus resources as needed

5. Follow-up on Students on individual basis

6. Participate in developing Campus Retention Strategies

7. Review Student Performance at end of semester & amend strategies as indicated

Early Intervention Program (EIP)

E. Fall 1998

-989 students surveyed (675 District, 314 EOPS)

-Participating Departments:

English (30 & 35)	-	5 sections
Reading (22 & 23)	-	4 sections
Math 20	-	3 sections
Counseling (101 & 151)	-	8 sections
Psychology 101	-	1 section
Student Athletes		

-2 half day brainstorming sessions resulting in a Student Retention and Success Plan

Rio Hondo College

Dear ENRIQUE,

Thank you for completing our survey. Your results are attached. If you will read the section(s) below that fit(s) with the concerns that you have expressed in the survey, it will give you guidance as to how to deal with these concerns:

CONCERNS ABOUT YOUR CAREER/PROGRAM CHOICE

You have indicated concerns about some aspect of your major and/or career choice. To help clarify any issues you may have and to help you feel more confident of success, we offer you these suggestions - Enrol in Counseling 101, College and Career Orientation, to explore college and career options in depth, visit or call Josie Alva at the Career Center (ext. 3407), to take career inventories or look up job related information, talk with an EOPS Peer Advisor (ext. 3184) about using the computerized Career Planning system called Discover, or make an appointment with an EOPS Counselor (Yvette, Katie or Jose) to complete an education plan for your potential major, explore careers on the Internet, or to simply discuss any other areas of concern.

CONCERNS ABOUT YOUR LEARNING AND STUDY SKILLS

You have indicated concerns with some aspects of your learning and study strategies. Research shows that nearly half of college level students need some help with their approaches to time management, effective note taking, reading texts effectively, preparing for tests/exams, enhancing memory, or overcoming procrastination. You are encouraged to come to the Learning Resources and Tutorial Services office (L501-B). We provide tutoring on a walk-in basis (first come, first serve) in a variety of subjects. We concentrate on the basic skills: English, Math, and Reading. We have workshops that will assist you in sharpening your study skills and provide a forum for you to ask your most important questions. We have other resources that you can take advantage of as well. Your academic success is important to us. Let us assist you in achieving your academic goals.

CONCERNS ABOUT PERSONAL ISSUES

You have indicated some concerns with the more personal matters of fitting into college or coping with the stress of college life. EOPS has three professional counselors, Yvette Garcia (ext 3182). Katie O'Brien (ext. 3180), or Jose Rodriguez (ext. 3181) available to discuss any academic or personal issues that may impact your ability to be successful here at Rio Hondo. Additionally, EOPS has 6 student Peer Advisors (ext. 3184) who can offer information, referrals, or simply a friendly face on campus, and who look forward to welcoming you into the program. Finally, Rio Hondo College offers the services of psychologist Dr. Bob Itatani (ext. 3811) for up to 6 free therapy sessions each semester. The earlier you address these concerns, the greater the likelihood of overcoming them.

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Confidential

Student Profile Report

PERSONAL

Age: 20 Sex: Male

I applied: Between November 1st and December 10th
Lived in the US: All my life
Activities - last 12 months:
Before reg. I had friends/ relatives registered at RH: Yes
First language: English
Financial situation:
Plans for employment: Hope to find employment on campus

Factors affecting completion of education:
Child care
Transportation

HELP BOX

	Require help in:	Accept help in:
Reading skills:	Y	Y
Writing skills:	Y	Y
Math skills:	Y	Y
Study skills:	Y	Y
Computer skills:	Y	Y
Time management:		
Personal counseling:	Y	Y
Career counseling:	Y	Y
Academic counseling:		
Transfer counseling:		
Specific course tutoring:		

While attending H.S. to what extent were you involved in activities? A lot

Planning on getting involved in:
Athletics (intercollegiate)

ACADEMIC

Concerns:
Study skills

Overall grade average in high school: C (2.0 - 2.9)
Completed H.S. assignments on time: Usually
Hrs./week spent on homework in H.S.: Less than two hours

Last time attended school full-time: 1994/1995
Last level of education reg. f/t in: High School

Highest level of education completed: Passed GED/received H.S. equivalency certificate
Highest Math completed, 'C' or better: Basic Math
Highest level English class completed: Grade 12, Basic English
Have you taken the SAT or the ACT? No

CAREER

Feelings about attending college:
Eager to get started

Future plans:
Transfer to a four year college/university

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EOPS Early Intervention Program
Action Plan

Name _____ Student Number _____

AREA OF CONCERN	ACTION TO BE TAKEN
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Date _____

EOPS Early Intervention Program
Referral Resource Sheet

AREA OF CONCERN	REFERRAL RESOURCE
1. Math	Don't Postpone Math! Go to Math Class. MRC (S-310). EOPS Tutorial Services (L-501B). LAC (L-501). Math Anxiety Workshop (Sally Willsey, E.O.P.S. or Dr. Bob Itatani, Psychologist).
2. Reading Skills	Take a reading class. Check out the Reading Lab. Read a ½ hour each day. Read things that are interesting to you. Just read!
3. Writing Skills	Go to the Writing Workshop (L-501) for help. Read to increase your vocabulary. Take time to start your own journal and write in it every day. Get tutoring or have tutors read your essay to edit and give feedback. See your professor. Write your essay ahead of time; don't wait to last minute. Just take time to write.
4. Study Skills	Take Effective Study Methods (Read 134). Go to workshops held by E.O.P.S. or LAC or Career Center. Watch video, Where There's A Will, There's an A.
5. Computer Skills	Take IS 20 (Keyboarding) to improve typing skills. Take ANY computer class. Go to the LAC or EOPS Tutorial Services to get assistance with computers.
6. Time Management	You must practice! Attend workshops. Keep and use your calendar.
7. Personal Counseling	You can talk to the E.O.P.S. Peer Advisors, E.O.P.S. Counselors, or Dr. Bob Itatani. They are there to help you.
8. Career Counseling	You can take Couns 101 and/or Couns 201. Visit the Workforce Preparation and Equity Services, there are many helpful programs, workshops, and people.
9. Academic Counseling	See an E.O.P.S. Counselor. Each one is trained to help you in planning your academic career.
10. Transfer Counseling	You can talk to an E.O.P.S. Counselor. Visit the Transfer Center and talk with Diana Reyes. University representatives visit Rio Hondo College, see one and discuss the possibilities. E.O.P.S. provides application fee waivers to most universities. There are application Workshops. There are campus tours.
11. Specific Course Tutoring	Visit the E.O.P.S. Learning Resources and Tutorial Services. Visit the LAC. Get a study group together. Visit your professors during their office hours and discuss your problems with them.

EIP Interpretation

I. Pass out Action Plan Forms with attached LAC Tutorial workshop flyer

II. Overview of Workshop

A. Profile - results of surveys taken during 1st week of class

B. Purpose - Identify areas that student may need to work on to be successful

C. Today - Will review "Help Box" which lists areas of concern student indicated

D. Have student walk away with Action Plan

III. Interpretation of Student Profile Help Box

A. Point out flyer for LAC workshops

B. Pass out Profiles

1. Quickly show Example of Profile and describe briefly

2. Call attention to help box

3. Have students circle areas that have "Y"

4. Write those on action plan (w/ name, ss#., date...)

5. Review ***briefly*** each area of concern, write suggestions on board, and have students write down suggestions under action plan that they can use to address those areas (refer to Resource Sheet) - Refer to tutorial workshop flyer as appropriate for areas of concern

B. Collect White copy of Action Plan

C. Make follow-up appointments where the rest of the Profile can be reviewed with either the instructor or counselor

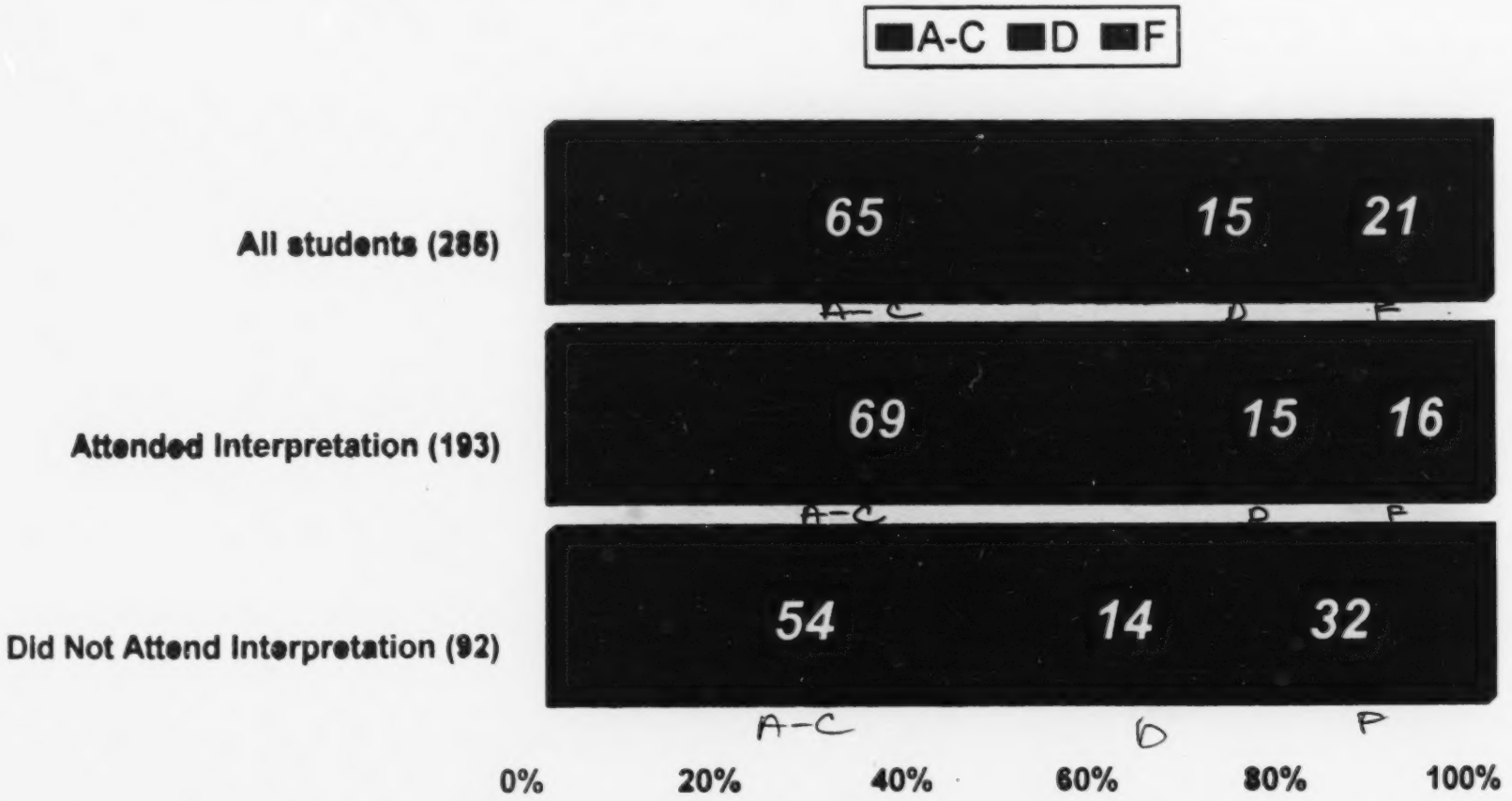
D. Send Katie the copy of the Student Action Plan (it will be returned to the faculty doing doing follow-up)

Early Intervention Program
Follow-Up

Counselor/Instructor _____ Section _____

STUDENT NAME	SSN	COMMENTS	DATE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
White – Counselor's Copy		Yellow – EIP Coordinator Copy	

Percentage of Students who Attended Interpretation by GPA (EOP&S)



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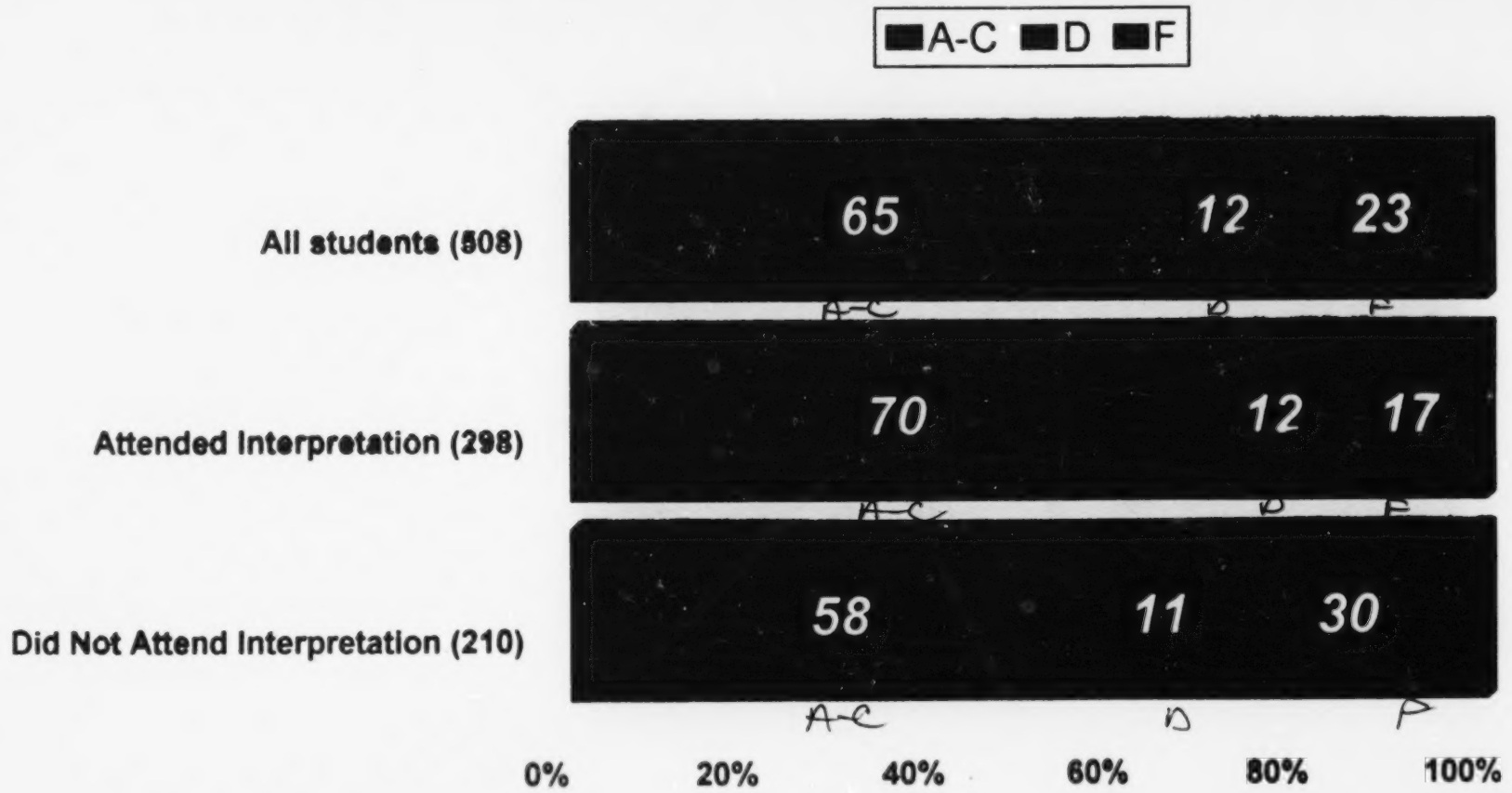
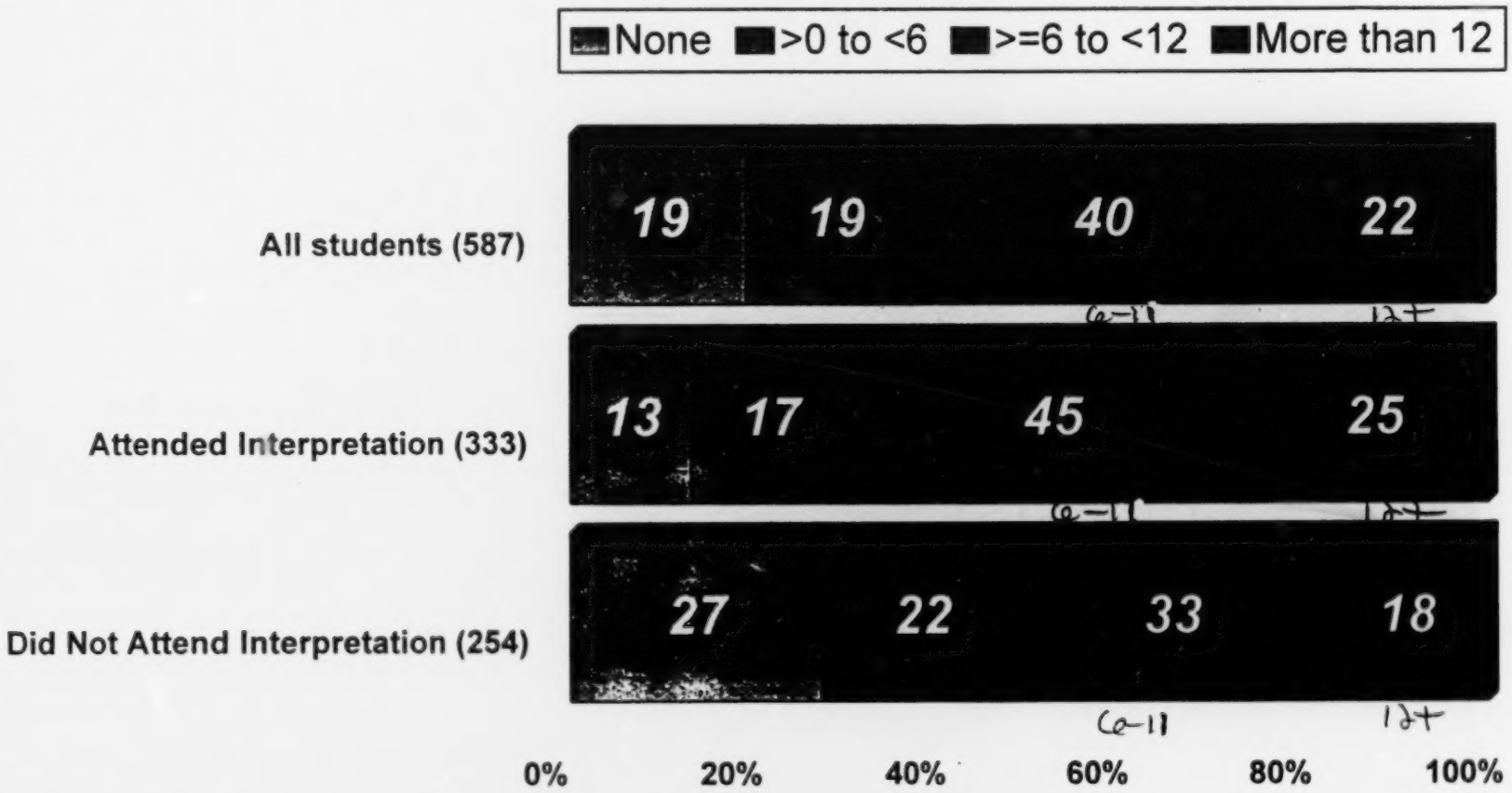
Percentage of Students who Attended Interpretation by GPA (Non-EOP&S)



Rio Hondo College - Fall 1998

Percentage of Students who Attended Interpretation by Unit Completed(Non-EOP&S)



Rio Hondo College - Fall 1998

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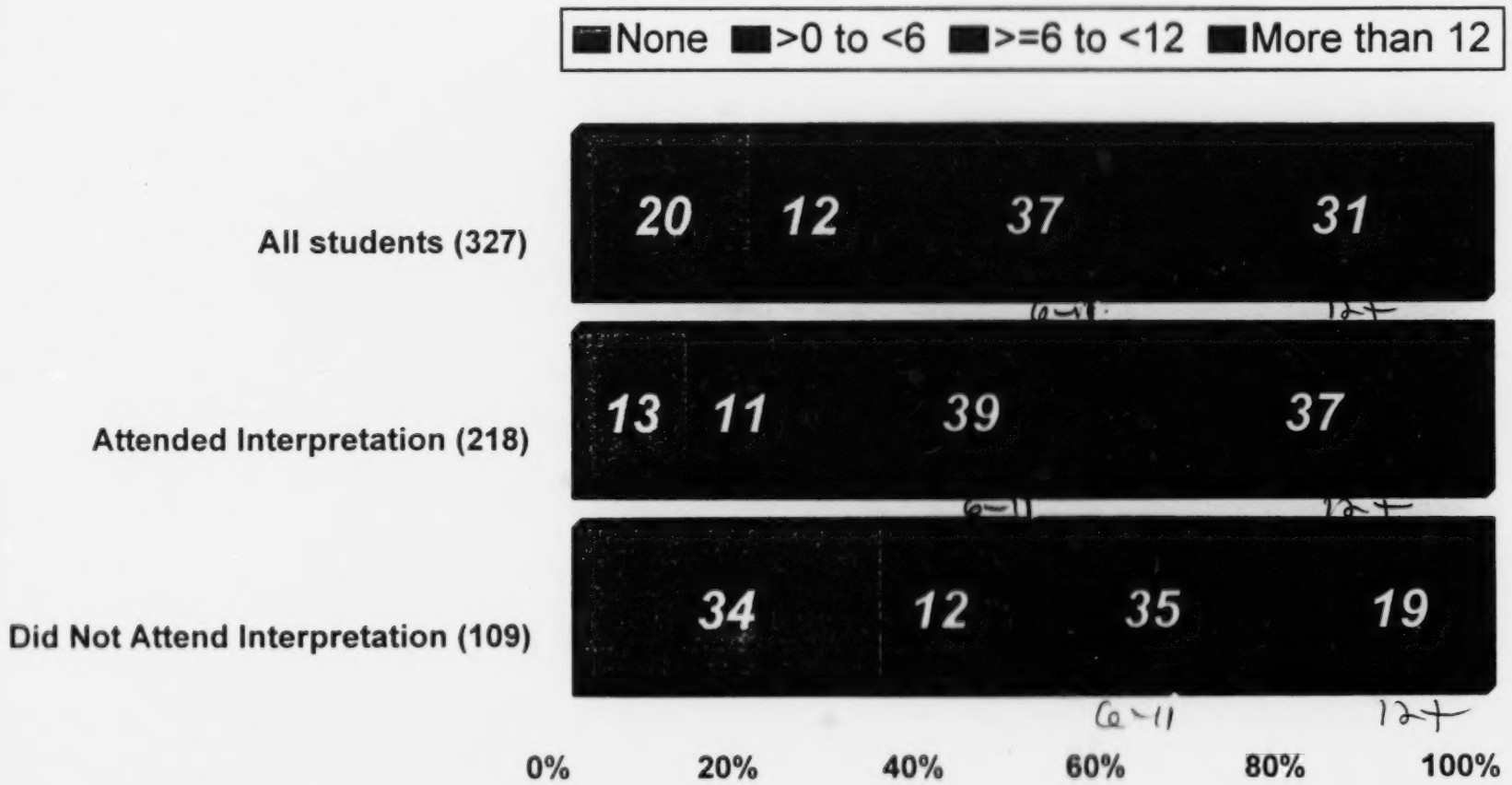
Percentage of Students who attended Interpretation by Units Completed (EOP&S)



Rio Hondo College - Fall 1998